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Strategic Plan for English and Other Language Learning

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Submitted by: EDNET Coordinator

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Strategic Plan for English and other Language Learning

In the Joint Statement of the 3rd APEC Education Ministerial Meeting (3AEMM) 29-30 April 2004, Santiago, Ministers requested that EDNET develop a Strategic Plan for English and other Languages:

“We requested that EDNET work with other relevant APEC Fora including ABAC, to develop a Strategic Plan for English and other languages in the APEC region that would take into account each economy’s context. We encourage our counterparts responsible for Trade, SMEs, and Tourism, to instruct their senior officials so as to collectively develop the Plan for the APEC region, taking on board the strengths that these sectors can offer for the positive, long term development of this initiative, with an aim of presenting a progress report to APEC Economic leaders when they meet in Santiago.”

At the Meeting of APEC **Ministers Responsible for Trade**, 4-5 June 2004, Pucon, Ministers welcomed the results of the 3AEMM and especially their work on best practices for the teaching of English and other Languages as business tools. Ministers instructed officials to engage all relevant fora, including Education Network in order to identify specific actions, such as building bilateral partnerships, geared towards the collective development of a Strategic Plan for English and other languages in the region. Ministers affirmed that the Strategic Plan for English and other Languages in the APEC region will encourage greater mobility and will assist SMEs and micro-enterprises in meeting the challenges posed by globalization.

The Joint Statement of APEC **Small and Medium Enterprise Ministerial Meeting**, 6-7 October 2004, Santiago, especially welcomed the work of the 3AEMM on best practices for the teaching of English and other languages as business tools. Ministers requested that their officials cooperate with the Education Network (EDNET) in order to identify specific actions towards the collective development of a Strategic Plan for English and other Languages in the APEC region.

The Patagonia declaration of the Third APEC Tourism Ministerial Meeting, 14 October 2004, Punta Arenas, welcomed the results of the 3AEMM whereupon ministers stressed the need for APEC member economies to foster capacities in language skills. They recognized that English and other languages constitute important operational tools for business in the tourism industry.

The Sixteenth Ministerial Meeting **17-18 November 2004, Santiago, welcomed the outcomes of the Third APEC Education Ministerial Meeting (3AEMM). Ministers appreciated its emphasis on improving the learning of English and other foreign Languages at the school level as well as among workers and small business entrepreneurs. Ministers recognized that English and other languages constitute critical operation tools for SME’s, micro enterprises, youth and women. They welcomed the results achieved to date by ABAC and other APEC Fora to foster capacities in language skills and looked forward to consolidating and developing specific actions aimed at achieving the full potential of this communicating tool.**

Ministers instructed Senior Officials, through the SOM Committee on ECOTECH to oversee the work to be developed by EDNET from HRD WG, so as to establish a Strategic Action Plan for English and other Languages in the APEC region, with the support of relevant for a, aimed at creating competitive human capital and to report progress in 2005.

The APEC Business Advisory Council in its Report to APEC Economic Leaders 17-19 November 2004, Santiago, in the area of capacity building in the APEC region ABAC recommends that economies:

“Support the development of an APEC Business School Network (ABSN) which would aim to build partnerships among these institutions and promote English as the regional medium of business”.

At the 12th APEC Economic Leaders’ Meeting, Leaders welcomed in the Santiago Declaration, “efforts made by APEC in the field of education, in particular, work undertaken to promote the use of English and other languages as tools for SMEs, women and youth and the use of information technology tools to assist the learning process”.

APEC Strategic Plan for English and other Language Learning CHILE



Programme Global English

Programme Global English is a joint private public initiative headed by the Santiago Chamber of Commerce, which provides basic English to hotel, restaurant, airport and taxi workers, police men and women, that require the language for their specific job performance. The emphasis of the programme is to develop communication skills in English, it consists of 50 hours of instruction, with no more than 15 students per class, including self learning using specially selected Internet materials. The classes are under supervision of the North American Chilean Institute. It aims to reach 1000 students and the initial investment is USD 180,000.

When the Global English was started it offered 300 scholarships to airport workers, police men and women, in charge of receiving foreign delegations. At the opening ceremony the Minister of Education highlighted that English is a tool that will allow people to take better advantages from the opportunities offered by the free trade agreements signed by Chile and to benefit from globalization in general.

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Tourist SME's /National Employment and Training Service (SENCE)

A basic English module has been developed between SENCE and the British Chilean Institute for Tourist SME's, consisting of 80 hours of English training, and is part of the competence skills certification in the tourist sector. The design of the basic course includes a pre and post training evaluation and is tailored for the tourism industry. The specific level of English to be achieved by this programme is *Breakthrough* level *and is aligned with ALTE, the Association of Language Testers of Europe (www.alte.org), which were developed according to the Council of Europe's Common European Framework of References for Language ([www.coe.int/T/E/Cultural Co-operation/education/Languages/](http://www.coe.int/T/E/Cultural_Co-operation/education/Languages/)). *

SENCE is the institution that allows companies to access government subsidies for employee training, by certifying the eligibility of the training services used by the company for future tax exemption. SENCE plays a fundamental role in the national training system. It also administers social training programmes carried out by external training organizations. According to the new Training and Employment Statute (Law 19,518), companies may discount up to 1 per cent of their wage expenses from their corporate income tax payment, if they invest an equivalent amount in worker training programmes.

* Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



“Focusing on what’s important: Chile’s Government is aggressively pursuing offshore opportunities by setting up a registry to identify and certify English speakers for the labor market.”

A.T. Kearney's 2004 Offshore Location Attractiveness Index

Chile’s entrance into the global economy, its signing of free trade agreements, and the country’s economic and social development goals make English an invaluable working tool for every Chilean. The Government is pursuing policies aimed at transforming Chile into a bilingual country.

The Ministry of Education has launched the "**English Opens Doors** " program, whose main objective is to considerably improve language education throughout the educational system, including at the technical and university levels. This long-term plan is already being implemented, based on four fundamental pillars:

- Definition and measurement of language standards according to international parameters.
- Professional education quality and the formation of English teachers.
- Provide public schools with resources such as language textbooks and computer-assisted language lessons.
- Improve English education in the productive area to increase employment.

At the same time, to ensure availability of qualified bilingual personnel for international companies establishing in Chile, CORFO (The Chilean Economic Development Agency) has launched the "**English for the Labor World**" program.

“There are several private bilingual schools that teach English, French, and German, among other languages, as well as private learning centers. The workforce predominately speaks English as a second language.”
IDC Chile

■ Measuring our current standards

Among CORFO’s efforts to measure English skills among the Chilean population, professional teachers trained in survey research conducted a telephone poll to a representative and random sample of the workforce in Santiago. The survey found that almost 10% of professionals can perform orally in English without difficulty in a working environment.



The National Register of English Speakers

The Chilean Economic Development Agency (CORFO) **administers a variety of services designed to facilitate investment in Chile.** The National Register of English Speakers is one of this services created to ensure the availability of workers with English language proficiency for international companies establishing in Chile. To set up the register CORFO publicized the program and offered free language testing throughout the country. Participants were evaluated with the Test for English International Communication (TOEIC) which measures language capabilities in a bilingual work environment. More than 25,000 people signed up, 17,430 took the test and 15,145(nearly 87%) scored high enough to be included in the register.

The National Register of English Speakers consists of people who scored 405 points or higher on the TOEIC exam. Participants are divided into 4 levels:

- Level 1. General Professional Proficiency: **Satisfactory performance in all situations, whether professional or social. (17%)**
- Level 2. Advanced Working Proficiency: **Satisfactory performance in the majority of work situations. (26%)**
- Level 3. Basic Working Proficiency: **Performance at a basic work level. (32%)**
- Level 4. Intermediate: Performance with some limitations in social and work settings. (25%)

PROFILE OF REGISTERED MEMBERS

- **15,145 registered English speakers**
- **54.5% are men and 45.5% are women**
- **English speakers live mainly in the Santiago Metropolitan Area are (72%), in Valparaíso (11%) and Bio Bio (6%)**